



THE MUSIC OF LEWIS & CLARK

Presented at the

SHELDON CONCERT HALL

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- BACK ON THE river
- WHISKEY BEFORE BREAKFAST
- POSSUM TAIL
- INDIAN MUSIC
- SHENANDOAH
- PASS ON BY

- OVER THE WATERFALL
- BLOW THE man DOWN
- TRAVELLIN' HOME
- SONG OF SAGAWEA
- SOLDIER'S JOY & YANKEE DOODLE

Welcome to you and your students for the presentation of “Lewis and Clark” at the Sheldon Concert Hall. We hope that the perfect acoustics and intimacy of the hall will make this an important and memorable experience. During this concert you will travel through the journey of “Lewis and Clark,” with emphasis on the music associated with the historical, scientific and social events of this great expedition. Included you will find lesson plans across the curriculum that will enhance this concert experience. As well, there will be information about the musical styles, instruments and Native American tribes encountered along their travels, and procedures for attending the concert. Among other educational opportunities at The Sheldon is the Emerson Galleries which adjoins the Concert Hall. You are invited to add a 20-30 minute visit to the galleries when you bring your students to “The Music of Lewis and Clark.”

Lesson Plans for “Lewis and Clark”

All of the lesson plans provided are based on the common core standards and are therefore designed as “wrap around” lessons to include many subjects in each lesson. You may use part of a lesson, combine lessons or let them stand alone. They are designed to be able to teach over time, but have many activities in one lesson that can be done on their own. These lessons are perfect for team teaching and topic teaching. Hopefully, you will see Lewis and Clark’s expedition come to life through these learning experiences and enjoy their adventures of the Great Wild West and its great music traveling through time.

Lesson 1 - Where Is Your Great Adventure?

Grades Suggested: 4th - 8th

Objective: Students will create a journal for their real or imagined “expedition” including details about their purpose, commissioner, selected team, supplies, routes, theme song, role of music in the expedition, flora, fauna and people encountered, problems and solutions.

Subjects “Wrapped Around:” Social Studies, Reading, Writing, Speaking & Listening, Music, Science

Materials Needed: “Seaman’s Journal: On the Trail with Lewis and Clark” by Patti Reeder Eubank, “journals” or composition books or notebooks, internet or library or both.

<http://www.nationalgeographic.com/west/>

http://www.youtube.com/watch?v=29T_40F_Urcc (short documentary, Part 1)

<http://www.youtube.com/watch?v=o87C2eolDvc> (documentary Part 2)

<http://www.usmint.gov/kids/games/lewisclarkadventure/> (drawing pencils or markers)

http://en.wikipedia.org/wiki/Lewis_and_Clark_Expedition (about preparations)

http://teacher.scholastic.com/activities/lewis_clark/prepare.htm

(about preparations)

<http://www.nationalgeographic.com/lewisandclark/resources.html>

(lists all that was taken on the exploration and categorized, and includes actual journal entries)

Core Curriculum Standards Addressed: Music-Responding-Select, Analyze

Procedures:

1 - Show 2 parts of Documentary, and begin book, “Seaman’s Journal: On the Trail with Lewis and Clark.” Discuss with class, after reading first part of book, the significance of Lewis and Clark’s trip. Capitalize on the fact that they are exploring uncharted territories that very little was known about, in order for our country to grow. Ask the students to imagine if they could travel to any time/place - anywhere that had not been previously discovered at that time - where would they go. Who or what would be their mascot, like Seaman? Ask them to start a journal, like the one Seaman wrote, written by their mascot. Discuss that journal entries have dates and significant events, people, animals, discoveries, how you are feeling in your heart. Their first entry should include an explanation of the exploration, and when it will begin. Who is the exploration being done for, or who is your “Thomas Jefferson?” What does he or she want from this expedition and what is your reward? From where will it take off?

2- Read the wikipedia entry above about preparations for the expedition, or the scholastic entry, and look over the National Geographic list of supplies. Discuss

how Jefferson hand picked Merriweather Lewis and he, in turn, recruited William Clark to complement the skills he lacked. Have the students take a “think minute or two” to think of what skills they are lacking for this adventure and who might fill the co-leader position for them. Then, read again about the first 9 and how they trained ahead of time. Why was that necessary? What skills would be needed on their “core” team and what kind of people would they be looking for? Make notes in their journal. Then focus on the daily work that would be necessary and estimate how many workers would be needed with what kind of skills? Compare this to Lewis and Clark’s expedition. Make notes in their journals. Continue on with the “Seaman’s Journal” and point out the team skills mentioned. Afterwards, have them make a journal entry describing their team and what their function would be. This is a great analogy to apply to musical ensembles or teamwork of any kind. Also include in this entry a list of supplies necessary for the trip. Remember it is unknown, so it is not known if there is electricity or satellite coverage, etc.

3- Focus on the role that music played on this expedition. Without any ability to bring recorded music or videos, they were left to make their own entertainment. How will that look and sound on their adventure? What would be a good theme song for the trip? How did music help Lewis and Clark’s trip? How will it help the students’ trip?

4- Continue the book and let students get on the first National Geographic site and the mint.gov site in the above list. These are virtual expeditions complete with journal entries. It shows that some of the entries were about the flora and fauna, some were maps and descriptions of the topography, some were about the events, some were about trying to exist peacefully with the Native Americans. Guide the students to begin their journey with these kind of entries, as well, using the internet and library to get information about the flora and fauna they would encounter and the people groups.

5- Finish the “Seaman’s Journal” and discuss the problems and solutions faced on the expedition. Give students a “think” couple of minutes to imagine what problems they might encounter on their own expedition and make a “problem” entry with a later “solution” entry. Also, include a final post to their journal, to tell how their adventure ended.

6- A possible ending of this project could be for the writers to share their journal with the class or a small group. If you have internet access, they could make a PowerPoint or Prezi of their trip, with their theme song playing, as well as other music that is representative of the time and era.

Lesson 2 - Cast of Characters

Grades Suggested: 4th - 8th

Objective: Students will analyze the elements of a Lewis & Clark rap and then create and present their own rap about their own adventure and their “Corp.”

Subjects “Wrapped Around:” Music, Social Studies, Reading, Speaking & Listening

Materials Needed: <http://www.youtube.com/watch?v=8eqGmM6ze2s> (Lewis and Clark Rap)

“American Slave, American Hero, York of the Lewis and Clark Expedition” by Laurence P. Pringle, or “I am Sacajawea, I am York - Our Journey West with Lewis and Clark” by Claire Rudolph Murphy, <http://mrnussbaum.com/lcflash/>, social web worksheet provided, http://en.wikipedia.org/wiki/Lewis_and_Clark_Expedition

Core Curriculum Standards Addressed: Music-Create-Imagine, Plan, Present Responding-Analyze, Interpret, Evaluate

Procedures:

1- Listen to and then rap with the Lala Lewis and Clark Rap. Identify any characters mentioned. From the previous wikipedia entry in lesson 1 or the Mr. Nussbaum site, find other characters that were known. Although everyone knows Lewis and Clark, not everyone knows of the others mentioned such as York, Sacajawea, Jean Baptiste(her baby), Charbonneau (her fur trapping husband), her brother who was the chief of the Mandan Indian tribe, Benjamin

Rush(a physician that instructed Lewis before the trip), Andrew Endicott (astronomer and navigator that also instructed Lewis in how to navigate and create maps), Charles Floyd (this is only person who died on trip), General James Wilkenson (spy for the Spanish who tried to stop Lewis and Clark), Droulliard and the Field brothers (went with Lewis at the end of the journey to explore the Marias River and had to flee the Native Americans, covering 100 miles in one day), Pierre Cruzatte (one of the Corp who shot Lewis accidentally in the leg, thinking he was an elk), Patrick Gass (left a private in the army and came back a sargeant, wrote an account of whole trip), and Pierre Dorion (the only Native American interpreter). Although, not as well known, their parts are just as important, because without them, the trip would not have been as successful. Students can complete the Social Web for Lewis and Clark from the wikipedia article. On the back side, have them complete their own Social Web, listing who are along for their adventure, both good influences and not so good.

2- Read one of the books about York or Sacajawea and York above. Although both of these people had no rights, they were extremely instrumental in the trip. In fact, they were the first African American and woman to ever get a vote in American History, because Clark insisted they also vote on which side of the river to camp on when at the Atlantic. They were surprise characters in this story. They were not planned from the beginning. Have the students look at their Social Web and identify who some of their Sacajaweas or Yorks might be.

3- Review the Lewis and Clark Rap again and point out that the main points of the adventure are included. Have the students make up a rap or song either about their adventure from Lesson 1 or about their life adventure, making sure to write in a Sacajawea or York for them in their life and how they would help them to accomplish their goals. There are a few instrumental rap backgrounds on youtube or itunes that they can use.

4- Present for a small group or class that has a rubric to analyze their performance.

Lesson 3 - Where, What and When Did Lewis and Clark Hear on the River?

Grades Suggested: 4th - 6th Grades

Objectives: Students will graph constellations according to angles or points on an axis and determine what time of year it is. Students will match a song style to the correct historical event and justify their answers.

Subjects “Wrapped Around:” Music, Math, Science, Social Studies

Materials Needed: Chart Paper/Graph Paper Constellation Map Coordinate Worksheet provided, Pencil, <http://www.youtube.com/watch?v=UxERpGTbKPA>
(Endearing Young Charms- May 1804 St. Charles, MO)
<http://www.youtube.com/watch?v=hJgWaqwZml4>
(Shenandoah - don't let the ocean view fool you! - August 1804 Nebraska - Floyd had just died)
<http://www.youtube.com/watch?v=VsMDN2TX5w>
(Under a Dakota Sky - Dec. 1804 North Dakota)
<http://www.youtube.com/watch?v=tFd7oSNaZdA>
(Soldier's Joy - Sept. 1805 Idaho)
<http://www.youtube.com/watch?v=xCg2vV3evZ0>
(Blow the Man Down - Nov. 1805 Oregon)

Core Curriculum Standards Addressed: Music-Responding-Select, Analyze

Procedure:

- 1- Give students a Constellation Map Coordinate Worksheet and graph paper. Ask them to graph the stars to a constellation on the x and y axis for each number.
- 2- Ask them to match the times that Lewis and Clark were at the places listed on the worksheet with the times of year the constellation was in that place in the sky according to the pictures on the worksheet.
- 3- Play the song selections above and ask them to match the song with the

place.

INSTRUMENTS used in “Lewis and Clark”

(The names of the instruments and definitions can be jumbled and used as a matching exercise for your students.)

Fiddle

The name for a violin when played by folk, country, bluegrass and other acoustic musicians. The violin has four strings and is a member of a family of bowed string instruments that also includes the viola, cello and double bass.

Guitar

A plucked or strummed string instrument originally brought to Spain by the Moors in the Middle Ages. This instrument, usually with six strings and occasionally with twelve strings, became popular with both blues and folk singers to accompany their singing.

Drum

A percussion instrument common to many cultures, consisting of an animal skin, or synthetic equivalent, stretched over a wooden frame and struck by the hand or a beater.

Spoons

Two spoons, often made of animal horn or steel, that are held together and struck against the body for percussive sounds.

Fiddle Sticks

Small thin sticks struck against the strings of a fiddle, creating a light percussive sound.

Sounded Horn

A tin horn used by boatmen and hunters to communicate when out of sight.

Basket Rattle

A small basket filled with seeds and shaken as a percussion instrument.

Hoof Rattle

Deer or goat hooves strung on rawhide or rope and used as a rattle.

Wood Clacker

Small circular pieces of wood on a stick and shaken as a percussion instrument.

ACTIVITIES

Ask your students to trace the path of the Corps of Discovery and to name the states that now encompass these lands-Illinois, Missouri, Kansas, Iowa, Nebraska, South Dakota, North Dakota, Montana, Idaho, Washington and Oregon. Although they found that there was not an all-water route to the Pacific Ocean, the Corps did travel most of the way on rivers. Name the rivers that the Corps traveled-Ohio River (Meriwether Lewis traveled from Pittsburgh to Louisville where he met Clark), Mississippi River, Missouri River, Columbia River and Yellowstone River (on the return route, Clark took a part of the party down the Yellowstone to the Missouri while Lewis explored the Marias River).

Members of the Corps used music to entertain themselves and to entertain the Indians. Several instances of music are recorded in their journals:

“The two Chiefs much pleased with ther treatment & the Cherfulness of the party, who Danced to amuse them.”

- William Clark, November 27, 1804

“the fiddle was plyed and they danced very merrily until 9 in the evening when a heavy shower of rain put an end to that part of the amusement tho’ they continued their mirth with songs and festive jokes and were extremely merry until late at night.”

- Meriwether Lewis, July 4, 1805

“a little before sun set the Chimnahpoms arrived; they were about 100 men and a few women; they joined the Wallahwallahs ... and formed a half circle around out camp where they waited patiently to see our party dance. the fiddle was played and the men amused themselves with dancing ... we then requested the Indians to dance which they very cheerfully complied with; they continued their dance until 10 at night ... Some of the men who were esteemed most brave entered the space ... and danced ...

they were much gratified in seeing some of our party join them in their dance.”

- William Clark, April 28, 1806

Do your students make music in their daily lives? If so, how and when?

The Corps left Camp Dubois near St. Louis on May 14, 1804. They returned to St. Louis over two years and three months later on September 23, 1806. Ask your students how long it takes to drive today from St. Louis to Portland, Oregon. How long is an airplane flight from St. Louis to the West Coast?

The Corps met nearly fifty tribes of American Indians on their trip. How many tribes can your students name?

Alsea Indians

Amahami Indians

Arikara Indians (Sahnish)

Assiniboin Indians

Atsina Indians (Gros Ventre)

Bannock Indians

Blackfeet Indians

Cathlamet Indians

Cayuse Indians

Chehalis Indians

Cheyenne Indians

Chinook Indians

Clackamas Indians

Clatskamas Indians

Clatskanie Indians

Clatsop Indians

Cowlitz Indians

Crow Indians (Absaroka)

Flathead Indians (Salish)

Hidatsa Indians

Kickapoo Indians

Klickitat Indians

Kootenai Indians

Missouri Indians

Multnomah Indians

Nez Perce Indians

Omaha Indians

Oto Indians

Palouse Indians

Pawnee Indians

Quinault Indians

Shoshone Indians (Snake)

Siletz Indians

Siuslaw Indians

Skilloot Indians

Tenino Indians

Teton Sioux Indians

Tillamook Indians

Umatilla Indians

Umpqua Indians

Wahkiakum Indians

Walla Walla Indians

Wanapum Indians

Wasco Indians

Wishram Indians

Yakima Indians

Mandan Indians
Minitari Indians

Yankton Sioux Indians

MUSICAL SELECTIONS IN “LEWIS AND CLARK”

Bonaparte’s Retreat - A traditional fiddle tune

Endearing Young Charms - an air published in England in 1775, this waltz is a favorite of fiddlers.

Back on the River - original song written by Annie Scheumbauer, for sing-along

Whiskey Before Breakfast - Irish fiddle tune

Possum Tail

Soldiers Joy - possibly the best known fiddle tune in history. Early versions can be traced to Scotland in 1781. In England it is also known as “The King’s Head” and some oldtimers in Missouri call it “Payday in the Army.”

Yankee Doodle

Song of Sacagawea - original song written by Annie Scheumbauer

Shenandoah - long-time favorite folk song

Pass on By - song about mosquitoes and grizzly bears written by John Higgins

Over the Waterfall - fiddle tune

Blow the Man Down - sea chantey

Travellin’ Home - original song written by Annie Scheumbauer

Back on the River

by Annie Scheumbauer
© 2003

♩ = 132

Handwritten musical score for the first part of the song. The key signature is two sharps (F# and C#), and the time signature is 2/4. The tempo is marked as ♩ = 132. The score consists of five staves of music with lyrics underneath. Chords are indicated by letters above the staff: A, D, Bm, E7, A, Bm, E7, A.

As we step off from this shore We're
set-ting off to ex-plore This new land and the won-ders that lie a-
head. To fol-low the riv-er we've been sent By
or-der of the Pres-i-dent As it makes its way
towards the o-cean's shore.

CHORUS

Handwritten musical score for the chorus. The key signature is two sharps (F# and C#), and the time signature is 2/4. The score consists of four staves of music with lyrics underneath. Chords are indicated by letters above the staff: D, E7, A, D, E7, A, D, E7, A, F#m, D, E7, A.

Back on the riv-er we go, we go,
Back on the riv-er we go. We
camp out ev-'ry night and can't wait til morn-ing's light When it's
back on the riv-er a-gain.

Back on the River / Spirit of Discovery

Annie Scheumbauer © 2003

As we step off from this shore
We're setting off to explore
This new land and the wonders that lie ahead
To follow the river we've been sent
By order of the President
As it makes its way towards ocean's shore

Chorus:

Back on the river we go, we go
Back on the river we go
We camp out every night and can't wait till morning's light
When it's back on the river we go

As we travel on our way
We make notes every day
About the plants and animals that we see
Watching the heavens every night
Plotting our course by the stars so bright
Drawing maps of the places where we've been

Chorus

The sounds of nature fill our day
As we row on our way
Keepin' time with the oars' splashing sound
The song of birds fill the air
The buzz of mosquitoes everywhere
And the wind whistlin' through the trees

Chorus

We're not sure what lies ahead
By our dreams we are led
To adventures round the next bend
We're driven you see
By this spirit of discovery
To blaze the trail
for travelers yet to come

Chorus (End: repeat 3x as fade away)

THE MUSICIANS

John Higgins currently performs with the folk and bluegrass group “The Flying Mules.” He has played guitar for 35 years and toured throughout the United States. He is an avid student of guitar history and builds custom guitars.

Annie Scheumbauer is a singer and guitarist who performs with the Folk Trio for Young Audiences. She is also a painter and art teacher at Urseline Academy, a clog dancer, and a composer who has written three songs for the “Lewis and Clark” program. Her painted backdrops are used behind the musicians on The Sheldon stage.

Michael Banvard plays fiddle for contra dances and concerts, having started playing after arriving in St. Louis 8 years ago. He's played banjo, mandolin, guitar, upright and electric bass, lute, and viola da gamba over the course of not-quite-growing up. Recently, he won the 1st Annual Fiddle Contest at The Folk School of St. Louis. Banvard is a member of the Local 6 of IATSE, the Stagehands Union.

Credits:

The tin “sounded horn” used in our program was made by Ken Berkel at Berkel Sheet Metal.

The drum was made of wood and animal skin by John Higgins.

The hat, like that worn by Pierre Cruzatte, was hand knit by Dana St. John.

The hand-painted silk backdrops were created by Annie Scheumbauer.

Original music was written by Annie Scheumbauer and John Higgins.